**Lesson Planning Template**

**VT English Education**

**Teacher’s Name:** Katie Estes **Lesson Date and Time:** 11/14/2012

**Enduring Understandings/Unit Goals:**

Students will practice close reading, identify the key literary element of alliteration, and create their own creative writing piece.

**Essential Question:**

How does the literary element of alliteration impact a creative writing piece?

**Standards Addressed:**

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

e) Identify literary and classical allusions and figurative language in text.

**Lesson Objective(s):**

Students will practice close reading and analyze impact literary elements have on a creative writing selection*;* Students will also create their own creative writing piece using figurative language and headlines.

**Materials Needed:**

* Smart board
* Computer
* Paper and pencil

**Technology/21st Century Learning:**

I will be using the smart board to display an alliteration lesson to the class. By doing so, the students will be able to see the material clearly.

**Teaching/Instructional Process:**

1. **Anticipatory Set/Hook:** 
   1. What is alliteration? (Approximately 2-3 minutes): I will start the class by asking, “What is alliteration?” I will review the definition and examples with the class.
2. **Process:** 
   1. Bear in There (Approximately 10 minutes):
      1. The teacher will display the poem *Bear in There* by Shel Silverstein to the class.
      2. The teacher will read the poem to the class, asking students to keep an ear out for examples of alliteration.
      3. Students will identify two examples of alliteration in the text.
      4. In groups of 2-3, students will discuss the impact the alliteration had on the text. **Imagine the text without the alliteration, how is it different?**
   2. Headline Poem (approximately 10 minutes):
      1. The teacher will display a slide containing several headlines taken directly from the news.
      2. Students will read the headlines and create a 4-lined poem using the literary element of alliteration.
      3. Students will share their poem with their peers, and nominate one person in the group to share their poem with the class.
      4. The teacher will collect all poems at the end of class to check for understanding.
3. **Check for Understanding/Closure:**

As closure for the class, the teacher will once again review alliteration with the class. Any additional student questions will be answered. In addition, the teacher will collect the headline poems to check for understanding.

**Independent Practice:**

By bringing in current headlines, students will be using materials familiar to them in the “real” world. In addition, students will be able to practice their creative writing and thinking, all the while maintaining cognizance with the outside world.

**Differentiated instruction:**

If necessary, students with special needs will be accommodated, i.e. given a laptop if needed. The teacher will also be available at all times for assistance. In addition, students will be completing a variety of activities, from writing to reading, so the type of instruction will vary.

**Interdisciplinary Components:**

This lesson could be tied to current events, perhaps in a history class.

**Assessment/Rubrics:**

Students will be assessed throughout the lesson through individual and group work. In addition, the teacher will collect student work to assess their understanding of the element of alliteration.